



CAUGHMAN ROAD ELEMENTARY

7725 Caughman Road
Columbia, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 684 Students | |
| Principal | Jane H. Wyatt | 803-783-5534 |
| Superintendent | Dr. Percy A. Mack | 803-231-7500 |
| Board Chair | Vince Ford | 803-231-7556 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2010 | Average | Average |
| 2009 | Average | Average |
| 2008 | Below Average | Average |
| 2007 | Below Average | Below Average |
| 2006 | Below Average | Below Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

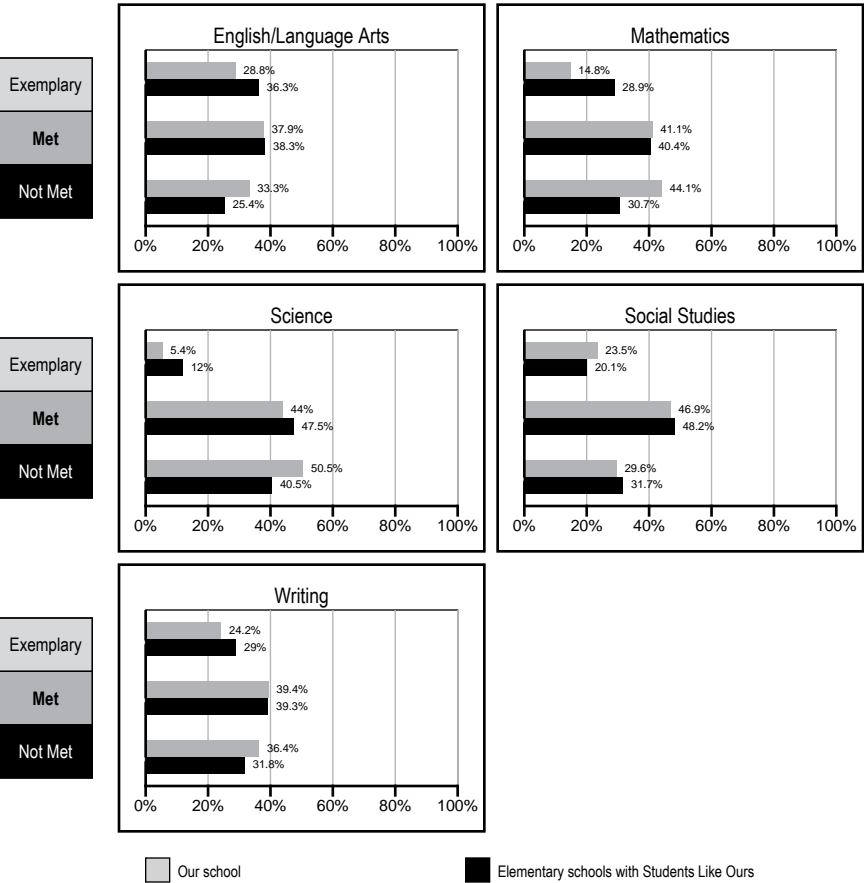
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2 | 16 | 97 | 11 | 0 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=684) | | | | |
| First graders who attended full-day kindergarten | 97.9% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 2.4% | Down from 4.2% | 1.5% | 1.2% |
| Attendance rate | 95.9% | Down from 96.7% | 95.7% | 96.1% |
| Eligible for gifted and talented | 6.8% | Up from 6.1% | 9.9% | 11.7% |
| With disabilities other than speech | 9.1% | Up from 8.3% | 8.9% | 8.0% |
| Older than usual for grade | 0.6% | Down from 0.9% | 0.5% | 0.4% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=48) | | | | |
| Teachers with advanced degrees | 62.5% | Down from 63.0% | 60.0% | 60.5% |
| Continuing contract teachers | 66.7% | Down from 67.4% | 85.7% | 84.6% |
| Teachers with emergency or provisional certificates | 5.0% | Up from 2.6% | 0.0% | 0.0% |
| Teachers returning from previous year | 89.3% | Up from 82.8% | 87.6% | 87.0% |
| Teacher attendance rate | 93.9% | Up from 93.7% | 94.8% | 95.4% |
| Average teacher salary* | \$49,576 | Down 0.9% | \$47,069 | \$47,288 |
| Professional development days/teacher | 15.0 days | Down from 18.9 days | 11.0 days | 10.5 days |
| School | | | | |
| Principal's years at school | 10.0 | Up from 9.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.8 to 1 | Up from 16.8 to 1 | 19.4 to 1 | 19.2 to 1 |
| Prime instructional time | 88.9% | Up from 88.4% | 89.6% | 90.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$7,770 | Down 3.4% | \$7,606 | \$7,548 |
| Percent of expenditures for instruction** | 79.8% | No Change | 67.8% | 68.7% |
| Percent of expenditures for teacher salaries** | 74.4% | Down from 75.9% | 64.7% | 65.1% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Caughman Road Elementary School has been accredited by the Southern Association of Colleges and Schools, since it was opened in 1970. We have worked very hard to maintain this status and are very proud of the results.

The school provides a safe and nurturing environment, promoting character development through regularly scheduled guidance classes. Our curriculum is rigorous with challenging activities for developing students. Caughman Road Elementary is a successful school that benefits from the hard work and determination of our students, teachers, parents, staff, and community.

The staff is implementing "best practice" strategies to provide daily instruction and academic assistance for all students. Individual students are being targeted with strategic interventions focusing on areas of weakness to improve their academic performance. Efforts are consistently made to provide additional resources to classrooms with increasing student-teacher ratios. The students in grades one through five are engaged in Success Maker and Accelerated Reader programs to strengthen language arts and math skills. In fact, our students became so engaged in reading that they read over 45,000 books this year. For additional academic support, individual and small group tutoring is provided after school for students.

Based on our test scores, math and science have become the major academic focus. The Caughman Road Elementary journey to support all children and empower them to be successful, fulfilled learners continues to be our first priority.

Character development and exposure to a variety of careers are integrated within all subjects, as well as provided by the guidance counselor through classroom guidance activities and Career Day. Our School Resource Officer worked with the fifth graders on the DARE program and the fourth and fifth graders with the GREAT program. Numerous Parent University Nights provided parents opportunities to share information on ways they can support and assist the students at home.

We received recognition as a state PBIS (Positive Behavior Intervention School) ribbon winner for the 2009 school year. We reduced our discipline referrals this year by another 20% and have applied for PBIS Exemplary status.

The Montessori Program is an option for all Richland One Parents. A district lottery is held yearly to determine admission to the program at one of the three district Montessori sites. The Montessori program at Caughman is well received by the community and we have a waiting list for admission at all times. The school-within-a-school model has worked well at Caughman, and this year we bridged our first group of Montessori fifth graders that will move on to middle school in the fall. Parent participation in school activities such as assemblies, special events, and PTO meetings has increased dramatically, but involvement in the day-to-day activities of the school does not come easily. The parents on the PTO/SIC Board are truly committed to making parent engagement happen for the benefit of all of our students.

Jane H. Wyatt, Principal

Lynette Wilson, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 44 | 70 | 48 |
| Percent satisfied with learning environment | 77.3% | 75.7% | 79.2% |
| Percent satisfied with social and physical environment | 81.8% | 70.0% | 77.1% |
| Percent satisfied with school-home relations | 59.1% | 87.1% | 81.3% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.8% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.7% | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.0% | 0.0% | No |
| Student attendance rate | 95.9% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 279 | 98.2 | 33.3 | 37.9 | 28.8 | 82.2 | 78.2 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 134 | 96.3 | 44.6 | 35.4 | 20 | 76.9 | 74.7 | 80.1 | N/A | N/A |
| Female | 145 | 100 | 22.4 | 40.3 | 37.3 | 87.3 | 81.6 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 90.6 | 17.9 | 28.6 | 53.6 | 85.7 | 93.3 | 89.6 | I/S | I/S |
| African American | 237 | 99.2 | 36.3 | 38.5 | 25.2 | 81.4 | 74.2 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 84.2 | 92.7 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 80.8 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 50 | 90 | 66 | 26 | 8 | 56 | 45.3 | 51.7 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 77.9 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 185 | 98.4 | 39.2 | 35.7 | 25.1 | 80.1 | 73.1 | 76.9 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|-----|-----|
| All Students | 279 | 100 | 44.3 | 40.9 | 14.8 | 73.1 | 72 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 134 | 100 | 48.5 | 38.5 | 13.1 | 70 | 70.3 | 78.4 | N/A | N/A |
| Female | 145 | 100 | 40.3 | 43.3 | 16.4 | 76.1 | 73.8 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 100 | 25 | 39.3 | 35.7 | 75 | 90.2 | 87.8 | I/S | I/S |
| African American | 237 | 100 | 46 | 42 | 11.9 | 73 | 67 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 88.4 | 93.5 | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 77.8 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 50 | 100 | N/A | N/A | N/A | 32 | 34.8 | 46.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 80 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 185 | 100 | 45.6 | 43.3 | 11.1 | 69 | 65.9 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 194 | 100 | 50.5 | 44 | 5.4 | 49.5 | 56.5 | 67.3 |
| Gender | | | | | | | | |
| Male | 87 | 100 | 50 | 44 | 6 | 50 | 56.1 | 66.9 |
| Female | 107 | 100 | 51 | 44 | 5 | 49 | 56.8 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 22 | 100 | 20 | 65 | 15 | 80 | 86.3 | 79.6 |
| African American | 165 | 100 | 54.8 | 41.4 | 3.8 | 45.2 | 48.2 | 49.7 |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | 76.2 | 84.4 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | 64.9 | 59.4 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 33 | 100 | N/A | N/A | N/A | 21.2 | 23.9 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 62.7 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 122 | 100 | 58 | 41.1 | 0.9 | 42 | 46.5 | 55.4 |

Social Studies

| | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|
| All Students | 188 | 100 | 29.6 | 46.9 | 23.5 | 70.4 | 64 | 70.9 |
| Gender | | | | | | | | |
| Male | 93 | 100 | 33.3 | 38.9 | 27.8 | 66.7 | 61.9 | 70.1 |
| Female | 95 | 100 | 25.8 | 55.1 | 19.1 | 74.2 | 66.1 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 24 | 100 | 28.6 | 23.8 | 47.6 | 71.4 | 86.9 | 79.2 |
| African American | 159 | 100 | 29.4 | 49.7 | 20.9 | 70.6 | 57.7 | 58.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 82.1 | 86.8 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 67.6 | 68 |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 37 | 100 | 56.8 | 32.4 | 10.8 | 43.2 | 31.7 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 65.2 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 128 | 100 | 34.2 | 45 | 20.8 | 65.8 | 56.5 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 283 | 98.9 | 35.7 | 39.8 | 24.4 | 64.3 | 63.4 | 72.1 | 95.9 | 95.9 |
| Gender | | | | | | | | | | |
| Male | 138 | 98.6 | 50.4 | 32.1 | 17.6 | 49.6 | 56.3 | 65.2 | 95.7 | 95.7 |
| Female | 145 | 99.3 | 21.5 | 47.4 | 31.1 | 78.5 | 70.4 | 79.2 | 96.2 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 32 | 100 | 32.1 | 25 | 42.9 | 67.9 | 86.2 | 80.8 | 95.2 | 96 |
| African American | 241 | 98.8 | 36.4 | 41.2 | 22.4 | 63.6 | 57.3 | 59.7 | 96 | 95.9 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 81.1 | 87 | 97.8 | 96.2 |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | 62.9 | 64.6 | 95 | 95.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 73.4 | N/A | 93.4 |
| Disability Status | | | | | | | | | | |
| Disabled | 51 | 98 | 74 | 24 | 2 | 26 | 21.1 | 27.7 | 95.4 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 3 | I/S | I/S | I/S | I/S | I/S | 60.7 | 63.7 | 94.9 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 187 | 98.9 | 39.1 | 41.4 | 19.5 | 60.9 | 55.2 | 61.9 | 95.7 | 95.7 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 99 | 100 | 26.1 | 40.2 | 33.7 | 73.9 |
| | 4 | 90 | 100 | 26.9 | 41 | 32.1 | 73.1 |
| | 5 | 84 | 100 | 28.8 | 53.4 | 17.8 | 71.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 93 | 95.7 | 31.8 | 28.4 | 39.8 | 68.2 |
| | 4 | 103 | 99 | 31.3 | 45.5 | 23.2 | 68.7 |
| | 5 | 83 | 100 | 37.7 | 39 | 23.4 | 62.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 99 | 100 | 48.9 | 39.1 | 12 | 51.1 |
| | 4 | 90 | 100 | 28.2 | 57.7 | 14.1 | 71.8 |
| | 5 | 84 | 100 | 39.7 | 41.1 | 19.2 | 60.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 93 | 100 | 51.1 | 30.7 | 18.2 | 48.9 |
| | 4 | 103 | 100 | 44.4 | 46.5 | 9.1 | 55.6 |
| | 5 | 83 | 100 | 36.4 | 45.5 | 18.2 | 63.6 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 50 | 100 | 42.6 | 42.6 | 14.9 | 57.4 |
| | 4 | 90 | 100 | 37.2 | 56.4 | 6.4 | 62.8 |
| | 5 | 44 | 100 | 40.5 | 56.8 | 2.7 | 59.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 48 | 100 | 65.2 | 28.3 | 6.5 | 34.8 |
| | 4 | 103 | 100 | 43.4 | 52.5 | 4 | 56.6 |
| | 5 | 43 | 100 | 51.3 | 41 | 7.7 | 48.7 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | 49 | 100 | 40 | 40 | 20 | 60 |
| | 4 | 90 | 100 | 26.9 | 47.4 | 25.6 | 73.1 |
| | 5 | 40 | 100 | 52.8 | 41.7 | 5.6 | 47.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 45 | 100 | 23.8 | 45.2 | 31 | 76.2 |
| | 4 | 103 | 100 | 26.3 | 49.5 | 24.2 | 73.7 |
| | 5 | 40 | 100 | 44.7 | 42.1 | 13.2 | 55.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 98 | 99 | 36.3 | 30.8 | 33 | 63.7 |
| | 4 | 89 | 96.6 | 33.8 | 44.2 | 22.1 | 66.2 |
| | 5 | 85 | 97.7 | 45.2 | 41.1 | 13.7 | 54.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2010 | 3 | 97 | 100 | 38.5 | 37.4 | 24.2 | 61.5 |
| | 4 | 104 | 98.1 | 30.3 | 47.5 | 22.2 | 69.7 |
| | 5 | 82 | 98.8 | 39.5 | 32.9 | 27.6 | 60.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample